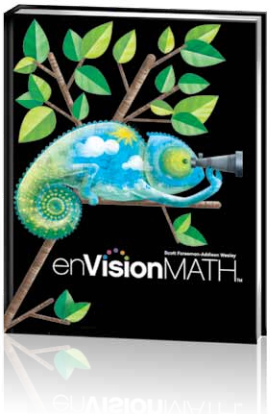
Correlation of Common Core State Standards Grade 4



Scott Foresman • Addison Wesley enVisionMATH

The following is an alignment of the Common Core State Standards for Mathematics (June 2, 2010 release) to Pearson's *Scott Foresman • Addison Wesley enVisionMATH*, Grade 4. In this document, you will find some Standards Activities that can give you ideas for adapting or augmenting lessons in the program as you prepare your students for learning in the Common Core classroom. For selected standards, we offer you additional activities with detailed teacher notes that often highlight the Standards for Mathematical Practices, a key component of these Standards. The additional activities are available from your Pearson Account Representative.

Common Core State Standards Grade 4	Meeting the Common Core State Standards with *Scott Foresman • Addison Wesley enVisionMATH*
Standards for Mathematical Practice	
1. Make sense of problems and persevere in solving them.	Throughout the program; for examples, see Lessons 1-7, 2-3, 3-7, 4-5, 5-4, 6-4, 7-7, 9-7, 10-9, 11-4, 13-7, 15-5, 17-10, 20-4 *Scott Foresman • Addison Wesley enVisionMATH*, Grade 4 is built on a foundation of problem-based instruction. Every lesson begins with Interactive Learning, a problem-based activity in which students interact with their peers and teachers to make sense of problems and develop their problem-solving strategies. Throughout Grade 4, students can persevere in applying the strategies demonstrated in the Problem Solving Handbook on pages xviii–xxix. Problem-solving lessons in every topic further focus and clarify the problem-solving process.
2. Reason abstractly and quantitatively.	Throughout the program; for examples, see Lessons 2-5, 3-6, 4-1, 5-4, 5-5, 6-2, 6-4, 8-2, 8-4, 8-7, 13-7, 18-5 Many lessons include reasoning, number sense, and Think About the Process exercises that require students to engage in abstract reasoning about quantities. In the Guided Practice section of every lesson, the Do You Understand? exercises require students to look for and explain generalizations about quantities. Students use bar diagrams to show abstract representations of number relations.

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3. Construct viable arguments and critique the reasoning of others.	Throughout the program; for examples, see Lessons 1-3, 2-1, 2-2, 3-4, 4-4, 5-2, 6-3, 7-6, 8-1, 9-5, 10-4, 10-7, 11-2, 12-2, 13-6, 14-6, 15-2, 16-5, 17-5, 17-7, 18-3, 19-1, 19-6, 20-1 Interactive Learning provides daily opportunities for students to construct and defend arguments. Small-group settings as well as whole-class participation foster interaction that allows students to evaluate the logic of others and provide feedback.
4. Model with mathematics.	Throughout the program; for examples, see Lessons 3-4, 4-1, 5-5, 6-1, 6-2, 6-3, 7-3, 8-4, 10-6, 11-1, 12-3, 13-3, 14-8, 19-7 Students use objects, diagrams, tables, expressions, and equations to model relationships. Bar diagrams are used throughout the program. Modeling is reinforced in the Visual Learning Bridge at the top of the student pages. Many exercises require students to model problems.
5. Use appropriate tools strategically.	Throughout the program; for examples, see Lessons 1-6, 5-5, 6-4, 7-3, 8-3, 9-3, 10-7, 11-2, 13-3, 14-8, 16-10, 20-2 Students use manipulatives and/or eTools in many lessons. The Going Digital features provide additional opportunities to use calculators or eTools. Students choose appropriate tools and use them to solve measurement and geometry problems.
6. Attend to precision.	Throughout the program; for examples, see Lessons 1-5, 2-6, 5-4, 6-3, 8-3, 10-9, 16-2, 16-3, 16-5, 16-6, 17-10, 18-3, 20-3 Every lesson requires students to communicate with precision. Most lessons include a Writing to Explain exercise in which students communicate mathematical concepts through writing and representations. The Glossary in the student book and the online Animated Glossary present concise terminology that help students communicate mathematically.
7. Look for and make use of structure.	Throughout the program; for examples, see Lessons 2-1, 3-2, 3-3, 3-4, 5-2, 6-2, 6-3, 9-4, 9-5, 9-6, 9-7, 15-1, 15-5, 18-4 The progression within each lesson and from lesson to lesson helps students to work from the concrete to the abstract, from numerical patterns to general representations. Students discover, conjecture, and apply generalizations about geometry and number properties.
8. Look for and express regularity in repeated reasoning.	Throughout the program; for examples, see Lessons 1-7, 5-4, 6-4, 9-7, 13-7, 14-9, 16-12, 20-4 Interactive Learning provides daily opportunities for students to explore and apply strategies for solving problems. Through repeated application of various strategies and algorithms, students develop an understanding of which method is efficient for a particular type of problem.

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Operations and Algebraic Thinking	
Use the four operations with whole numbers to solve problems.	
4.OA.1 Interpret a multiplication equation as a comparison, e.g., interpret 35 = 5 × 7 as a statement that 35 is 5 times as many as 7 and 7 times as many as 5. Represent verbal statements of multiplicative comparisons as multiplication equations.	**Lesson coverage** 3-1, 3-7, 5-8
4.OA.2 Multiply or divide to solve word problems involving multiplicative comparison, e.g., by using drawings and equations with a symbol for the unknown number to represent the problem, distinguishing multiplicative comparison from additive comparison. NOTE: See Glossary, Table 2.	**Lesson coverage** 3-1, 3-7, 5-8 **Standards Activities:** When discussing the Plan in the Visual Learning Bridge in Lesson 5-8, ask why a question mark is used. Explain that various symbols such as a question mark, a box, or a letter can be used to represent an unknown number. Have students write equations for Exercises 1, 6, 7, 10, and 11 using a symbol for the unknown. Throughout later topics, guide students to write an equation using a symbol to represent the unknown in the problem.
4.OA.3 Solve multistep word problems posed with whole numbers and having whole-number answers using the four operations, including problems in which remainders must be interpreted. Represent these problems using equations with a letter standing for the unknown quantity. Assess the reasonableness of answers using mental computation and estimation strategies including rounding.	**Lesson coverage** 5-4, 7-7, 8-3, 8-10, 16-12, 18-5 **Standards Activities:** Review with students the strategies they use for mental computation, estimation, and checking the reasonableness of answers to one-step word problems. In Lessons 7-7 and 8-10, connect this work to checking the reasonableness of answers to multistep word problems. Encourage students to check their answers and invite them to share the strategies they use. After discussing the Problem Solving Exercises in Lesson 8-3, pose the following problem: Celia has 15 compact discs. Her sister gives her another 15 compact discs. She keeps her compact discs in cases that each hold 8 discs. How many cases will Celia fill with these compact discs? How many cases does Celia need to hold all of her compact discs? Discuss with students how the remainder in the division 30 ÷ 8 affects how they answer the problem.
Gain familiarity with factors and multiples.	
4.OA.4 Find all factor pairs for a whole number in the range 1–100. Recognize that a whole number is a multiple of each of its factors. Determine whether a given whole number in the range 1–100 is a multiple of a given one-digit number. Determine whether a given whole number in the range 1–100 is prime or composite.	**Lesson coverage** 3-2, 8-8, 8-9

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Generate and analyze patterns.	
4.OA.5 Generate a number or shape pattern that follows a given rule. Identify apparent features of the pattern that were not explicit in the rule itself. *For example, given the rule "Add 3" and the starting number 1, generate terms in the resulting sequence and observe that the terms appear to alternate between odd and even numbers. Explain informally why the numbers will continue to alternate in this way.*	**Lesson coverage** 3-2 **Standards Activities:** After Lesson 3-2, have students write the first 5 numbers in the patterns that follow these rules. 1. Start with 3. Add 5. 2. Start with 34. Subtract 6. Then have students study each sequence of numbers to find any other pattern that was not given in the rule. Encourage them to look for odd and even numbers. Discuss why these patterns occur. Remind students that they can also use shapes to create patterns. Have them use color tiles or small construction-paper squares to build a rectangle consisting of 1 row of 2 squares. Have them use the rule "Add a row of 2 squares" to make the next 4 figures in the shape pattern. Then have students count the number of squares in each figure, look for a pattern, and explain why this pattern occurs.
Number and Operations in Base Ten ***Grade 4 expectations in this domain are limited to whole numbers less than or equal to 1,000,000.***	
Generalize place value understanding for multi-digit whole numbers.	
4.NBT.1 Recognize that in a multi-digit whole number, a digit in one place represents ten times what it represents in the place to its right. *For example, recognize that 700 ÷ 70 = 10 by applying concepts of place value and division.*	**Standards Activities:** After discussing Exercise 2 in Lesson 1-1, be sure students understand that the 6 in 5,260 represents 10 times what the 6 in 5,206 represents. Have students write the number 5,880. Ask students to tell how the value of the 8 in the hundreds place compares to the value of the 8 in the tens place. [10 times as great] Ask similar questions about the duplicate digits in the numbers 18,772, 25,507, and 33,718 to reinforce the structure of our place value system. During the discussion of the Visual Learning Bridge in Lesson 7-1, ask students how many times as great the 4 in 400 is as the 4 in 40. [10 times as great] Ask how many times as great the 4 in 40 is as the 4 in 4 ones. [10 times as great] Use the Visual Learning Bridge in Lesson 8-1 for a similar discussion that the place to the left of a place is ten times as great as the place to its right.
4.NBT.2 Read and write multi-digit whole numbers using base-ten numerals, number names, and expanded form. Compare two multi-digit numbers based on meanings of the digits in each place, using >, =, and < symbols to record the results of comparisons.	**Lesson coverage** 1-1, 1-3

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4.NBT.3 Use place value understanding to round multi-digit whole numbers to any place.	**Lesson coverage** 1-4, 5-3
Use place value understanding and properties of operations to perform multi-digit arithmetic.	
4.NBT.4 Fluently add and subtract multi-digit whole numbers using the standard algorithm.	**Lesson coverage** 2-4, 2-5, 2-6
4.NBT.5 Multiply a whole number of up to four digits by a one-digit whole number, and multiply two two-digit numbers, using strategies based on place value and the properties of operations. Illustrate and explain the calculation by using equations, rectangular arrays, and/or area models.	**Lesson coverage** 5-1, 5-2, 5-5, 5-6, 5-7, 5-8, 7-1, 7-3, 7-4, 7-5
4.NBT.6 Find whole-number quotients and remainders with up to four-digit dividends and one-digit divisors, using strategies based on place value, the properties of operations, and/or the relationship between multiplication and division. Illustrate and explain the calculation by using equations, rectangular arrays, and/or area models.	**Lesson coverage** 8-1, 8-3, 8-4, 8-5, 8-6, 8-7 **Standards Activity:** After Lesson 8-7, extend the division algorithm students have used with 2- and 3-digit dividends to 4-digit dividends. Present this problem: There are 4,864 seats in a stadium. Each of the 4 sections in the stadium has the same number of seats. How many seats are in each section? Have students work together as a class to solve this problem by writing a number problem and using the steps of the division algorithm to solve it. [1,216 seats] Then have students work individually to solve the following problems. 5,855 ÷ 5 [1,171] 2,457 ÷ 3 [819] 5,329 ÷ 2 [2,664 R1]
Number and Operations—Fractions ***Grade 4 expectations in this domain are limited to fractions with denominators 2, 3, 4, 5, 6, 8, 10, 12, and 100.***	
Extend understanding of fraction equivalence and ordering.	
4.NF.1 Explain why a fraction a/b is equivalent to a fraction $(n \times a)/(n \times b)$ by using visual fraction models, with attention to how the number and size of the parts differ even though the two fractions themselves are the same size. Use this principle to recognize and generate equivalent fractions.	**Lesson coverage** 10-4, 10-5, 10-8

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4.NF.2 Compare two fractions with different numerators and different denominators, e.g., by creating common denominators or numerators, or by comparing to a benchmark fraction such as 1/2. Recognize that comparisons are valid only when the two fractions refer to the same whole. Record the results of comparisons with symbols >, =, or <, and justify the conclusions, e.g., by using a visual fraction model.	**Lesson coverage** 10-7
Build fractions from unit fractions by applying and extending previous understandings of operations on whole numbers.	
4.NF.3 Understand a fraction *a*/*b* with *a* > 1 as a sum of fractions 1/*b*.	**Lesson coverage** 11-1, 11-2, 11-3, 11-4
4.NF.3.a Understand addition and subtraction of fractions as joining and separating parts referring to the same whole.	**Lesson coverage** 11-1, 11-2, 11-3
4.NF.3.b Decompose a fraction into a sum of fractions with the same denominator in more than one way, recording each decomposition by an equation. Justify decompositions, e.g., by using a visual fraction model. *Examples: 3/8 = 1/8 + 1/8 + 1/8 ; 3/8 = 1/8 + 2/8 ; 2 1/8 = 1 + 1 + 1/8 = 8/8 + 8/8 + 1/8.*	**Standards Activities:** In Lesson 11-1, extend the Visual Learning Bridge by having students name other combinations of eighths that have a sum of $\frac{5}{8}$. Then have students name combinations of sixths that equal $\frac{5}{6}$ and combinations of tenths that equal $\frac{9}{10}$. Have students use fraction strips to justify their work. In Lesson 11-4, extend the addition example in the Enrichment by having students name other combinations of whole numbers and eighths that when added together equal $2\frac{7}{8}$. Discuss with students why $\frac{8}{8}$ is a number they can use. Then have students name combinations of whole numbers and sixths that equal $3\frac{5}{6}$ and combinations of whole numbers and tenths that equal $5\frac{1}{10}$.
4.NF.3.c Add and subtract mixed numbers with like denominators, e.g., by replacing each mixed number with an equivalent fraction, and/or by using properties of operations and the relationship between addition and subtraction.	**Lesson coverage** 11-4 **Standards Activity:** After discussing the examples in the Enrichment in Lesson 11-4 with students, review writing mixed numbers as improper fractions from Lesson 10-6. Then rework each example by writing the mixed numbers as improper fractions, adding or subtracting the numerators and keeping the same denominator, and writing the improper-fraction sum or difference as a mixed number. Encourage students to use different strategies to complete the exercises.
4.NF.3.d Solve word problems involving addition and subtraction of fractions referring to the same whole and having like denominators, e.g., by using visual fraction models and equations to represent the problem.	**Lesson coverage** 11-1 **Standards Activity:** When discussing the Visual Learning Bridge in Lesson 11-1, have students write an equation using a symbol for the unknown. Then have them write equations to represent the problems in Exercises 6, 38, and 46.

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4.NF.4 Apply and extend previous understandings of multiplication to multiply a fraction by a whole number.	**Standards Activity:** Students multiply with whole numbers in Topics 3 and 5. Use Activity 1, *Multiplying Fractions by Whole Numbers*, to discuss multiplying a fraction by a whole number.
4.NF.4.a Understand a fraction *a/b* as a multiple of 1/*b*. *For example, use a visual fraction model to represent 5/4 as the product 5 × (1/4), recording the conclusion by the equation 5/4 = 5 × (1/4).*	**Standards Activity:** After Lesson 11-4, have students model a fraction as a multiple of a unit fraction. Use Activity 1, *Multiplying Fractions by Whole Numbers*.
4.NF.4.b Understand a multiple of *a/b* as a multiple of 1/*b*, and use this understanding to multiply a fraction by a whole number. *For example, use a visual fraction model to express 3 × (2/5) as 6 × (1/5), recognizing this product as 6/5. (In general, n × (a/b) = (n × a)/b.)*	**Standards Activity:** After Lesson 11-4, have students model and calculate the product of a fraction and a whole number. Use Activity 1, *Multiplying Fractions by Whole Numbers*.
4.NF.4.c Solve word problems involving multiplication of a fraction by a whole number, e.g., by using visual fraction models and equations to represent the problem. *For example, if each person at a party will eat 3/8 of a pound of roast beef, and there will be 5 people at the party, how many pounds of roast beef will be needed? Between what two whole numbers does your answer lie?*	**Standards Activity:** After Lesson 11-4, have students use models and equations to solve word problems involving multiplication of a fraction by a whole number. Use Activity 1, *Multiplying Fractions by Whole Numbers*.
Understand decimal notation for fractions, and compare decimal fractions.	
4.NF.5 Express a fraction with denominator 10 as an equivalent fraction with denominator 100, and use this technique to add two fractions with respective denominators 10 and 100. *For example, express 3/10 as 30/100, and add 3/10 + 4/100 = 34/100.* NOTE: Students who can generate equivalent fractions can develop strategies for adding fractions with unlike denominators in general. But addition and subtraction with unlike denominators in general is not a requirement at this grade.	**Standards Activity:** After Lesson 12-3, help students extend their knowledge of fractions with denominators of 10 and 100 to addition of fractions. Provide students with tenths and hundredths grids and have them use a tenths grid to model $\frac{7}{10}$ and a hundredths grid to model $\frac{5}{100}$. Ask students to suggest how to use the models to find the sum of $\frac{7}{10}$ and $\frac{5}{100}$. If no one suggests modeling equivalent fractions, tell them to model a fraction equivalent to $\frac{7}{10}$ on a hundredths grid and use it to find the sum of $\frac{70}{100}$ and $\frac{5}{100}$. Ask students how they could have found the fraction equivalent to $\frac{7}{10}$ without using a grid. $\frac{6}{10} + \frac{7}{100}\left[\frac{67}{100}\right]$ $\frac{3}{10} + \frac{9}{100}\left[\frac{39}{100}\right]$ $\frac{1}{10} + \frac{5}{100}\left[\frac{15}{100}\right]$
4.NF.6 Use decimal notation for fractions with denominators 10 or 100. *For example, rewrite 0.62 as 62/100; describe a length as 0.62 meters; locate 0.62 on a number line diagram.*	**Lesson coverage** 12-3

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4.NF.7 Compare two decimals to hundredths by reasoning about their size. Recognize that comparisons are valid only when the two decimals refer to the same whole. Record the results of comparisons with the symbols >, =, or <, and justify the conclusions, e.g., by using a visual model.	**Lesson coverage** 12-2 **Standards Activity:** Ask students how 0.04 and 0.5 compare. [0.04 < 0.5] Then when discussing Exercise 33, tell students that the weight of a yellow minnow lure can also be given as 0.04 pound. Ask why comparing the weights of the lures by considering only the numbers 0.04 and 0.5 leads to an incorrect comparison.
Measurement and Data	
Solve problems involving measurement and conversion of measurements from a larger unit to a smaller unit.	
4.MD.1 Know relative sizes of measurement units within one system of units including km, m, cm; kg, g; lb, oz.; l, ml; hr, min, sec. Within a single system of measurement, express measurements in a larger unit in terms of a smaller unit. Record measurement equivalents in a two-column table. *For example, know that 1 ft is 12 times as long as 1 in. Express the length of a 4 ft snake as 48 in. Generate a conversion table for feet and inches listing the number pairs (1, 12), (2, 24), (3, 36), ...*	**Lesson coverage** 16-1, 16-3, 16-4, 16-5, 16-6, 16-7, 16-8, 16-9 **Standards Activity:** After discussing the Visual Learning Bridges in Lessons 16-4, 16-8, and 16-9, have students generate tables for common conversions such as feet and inches, kilometers and meters, and hours and minutes. For example, Feet / Inches 1 / 12 2 / 24 3 / 36 4 / 48 Guide them to list appropriate numbers of units in the first column, determine a rule to find the corresponding numbers in the second column, and complete the second column. Then have them write number pairs for each row of their tables.
4.MD.2 Use the four operations to solve word problems involving distances, intervals of time, liquid volumes, masses of objects, and money, including problems involving simple fractions or decimals, and problems that require expressing measurements given in a larger unit in terms of a smaller unit. Represent measurement quantities using diagrams such as number line diagrams that feature a measurement scale.	**Lesson coverage** 11-4, 12-6, 13-4, 13-7, 16-4, 16-8, 16-9, 16-12 **Standards Activity:** Continue Lesson 12-6 by having students draw number lines, label them with the given information, and use them to solve the following problems: 1. Sophia found a white feather that is $\frac{7}{12}$ foot long. Benito found a brown feather that is $\frac{3}{12}$ foot long. How much longer is Sophia's feather than Benito's feather? [$\frac{4}{12}$ or $\frac{1}{3}$ foot] 2. Jordan lives 0.7 kilometer from school, 0.5 kilometer from the park, and 0.3 kilometer from his best friend's house. One day Jordan walked home from school and then walked to his best friend's house. How far did Jordan walk in all? [1.0 or 1 kilometer] 3. Halley's tomato plant is $\frac{5}{6}$ yard tall. Her pepper plant is $\frac{2}{6}$ yard tall. How much taller is Halley's tomato plant than her pepper plant? [$\frac{3}{6}$ or $\frac{1}{2}$ yard]

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4.MD.3 Apply the area and perimeter formulas for rectangles in real world and mathematical problems. *For example, find the width of a rectangular room given the area of the flooring and the length, by viewing the area formula as a multiplication equation with an unknown factor.*	**Lesson coverage** 14-2, 14-6 **Standards Activity:** After Lesson 14-6, help students use equations to find one dimension of a rectangle, given the other dimension and the area or perimeter. Use Activity 2, *Perimeter and Area*.
Represent and interpret data.	
4.MD.4 Make a line plot to display a data set of measurements in fractions of a unit (1/2, 1/4, 1/8). Solve problems involving addition and subtraction of fractions by using information presented in line plots. *For example, from a line plot find and interpret the difference in length between the longest and shortest specimens in an insect collection.*	**Standards Activity:** After Lesson 17-3, show a number line from 0 to 1 divided into eighths. Make a line plot to show these lengths (in inches) of seven ants: $\frac{3}{8}$, $\frac{3}{4}$, $\frac{7}{8}$, $\frac{1}{8}$, $\frac{1}{4}$, $\frac{3}{4}$, $\frac{1}{2}$. Ask students to find the difference in length between the longest ant and the shortest. [$\frac{3}{4}$ inch] Then have students make a line plot to show the weights (in pounds) of these six newborn puppies: $\frac{1}{2}$, $\frac{3}{4}$, $\frac{3}{4}$, $\frac{3}{8}$, $\frac{5}{8}$, $\frac{5}{8}$. Have them find the total weight of the two lightest puppies. [$\frac{7}{8}$ pound]
Geometric measurement: understand concepts of angle and measure angles.	
4.MD.5 Recognize angles as geometric shapes that are formed wherever two rays share a common endpoint, and understand concepts of angle measurement:	**Lesson Coverage** 9-2, 9-3
4.MD.5.a An angle is measured with reference to a circle with its center at the common endpoint of the rays, by considering the fraction of the circular arc between the points where the two rays intersect the circle. An angle that turns through 1/360 of a circle is called a "one-degree angle," and can be used to measure angles.	**Lesson coverage** 9-3 **Standards Activity:** Before Lesson 9-3, help students relate an angle's measure to the fraction of a circle cut off when the vertex is placed at the circle's center. Use Activity 3, *Angles and Circles*.
4.MD.5.b An angle that turns through *n* one-degree angles is said to have an angle measure of *n* degrees.	**Standards Activity:** Before Lesson 9-3, help students connect an angle measure of *n* degrees to an angle that makes *n* turns through $\frac{1}{360}$ of a circle. Use Activity 3, *Angles and Circles*.
4.MD.6 Measure angles in whole-number degrees using a protractor. Sketch angles of specified measure.	**Lesson coverage** 9-3
4.MD.7 Recognize angle measure as additive. When an angle is decomposed into non-overlapping parts, the angle measure of the whole is the sum of the angle measures of the parts. Solve addition and subtraction problems to find unknown angles on a diagram in real world and mathematical problems, e.g., by using an equation with a symbol for the unknown angle measure.	**Standards Activity:** After Lesson 9-3, help students understand how to find unknown angle measures when an angle is decomposed into parts. Use Activity 4, *Problem Solving with Angles*.

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Geometry	
Draw and identify lines and angles, and classify shapes by properties of their lines and angles.	
4.G.1 Draw points, lines, line segments, rays, angles (right, acute, obtuse), and perpendicular and parallel lines. Identify these in two-dimensional figures.	**Lesson Coverage** 9-1, 9-2
4.G.2 Classify two-dimensional figures based on the presence or absence of parallel or perpendicular lines, or the presence or absence of angles of a specified size. Recognize right triangles as a category, and identify right triangles.	**Lesson Coverage** 9-5, 9-6
4.G.3 Recognize a line of symmetry for a two-dimensional figure as a line across the figure such that the figure can be folded along the line into matching parts. Identify line-symmetric figures and draw lines of symmetry.	**Lesson Coverage** 19-5